

Unit Planning Guide: 11 Unit 2 of 8 6–10 weeks

Unit Title: Engaging the Reading in the American Experience	Pacing (Duration of Unit): 5 weeks (weeks 6–10)
Grade: 11	Buffer Day(s): 2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p>Priority standards</p> <p>RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meaning or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.11.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</p> <p>RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>L.11.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Supporting Standards</p> <p>SL.11.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>WIDA for English Language Learners</p> <p>Standard 1: ELLs communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas:	Essential Questions:
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| <ul style="list-style-type: none">• A writer's social, political, and economic environment help to shape purpose in literary and informational texts• Figurative and rhetorical language choices help to create significance, tone and overall purpose that is appropriate to primary and secondary audiences• Foundational US documents continue to share themes and persuasive techniques that reflect the authors' time period and personal lives | <ul style="list-style-type: none">• How does persuasive literature inform our understanding of history?• How do authors employ figurative and rhetorical tools to make effective arguments?• How can your rhetorical choices help you to engage the reader and convey your overall purpose?• How does your personal life affect your writing?• How do national and world events affect your writing? |
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Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge:

Students will know:

- Word choice significantly affects tone and purpose in informational and literary text
- Rhetorical devices enhance a text's structure and help an author to convey tone and theme
- Author's intentions are reflected in his/her choice and arrangement of the elements of literature
- Complex ideas are developed over the course of a text
- Language serves to make meaning, create style and deepen comprehension

Skills:

Students will be skilled at:

- Determining the multiple meanings of diction and their impact on purpose and tone in informational and literary texts (Understanding and Applying)
- Analyzing the impact of the author's rhetorical choices regarding the development of plot and themes in fiction and drama (Analyzing)
- Analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument (Analyzing and Evaluating)
- Making effective choices for meaning or style in own narrative and informational writing (Understanding and Applying)
- See Supporting Standards for additional skills